

Indiana Department of Education
2011 Fine Arts Textbook Adoption Scoring Rubric

VISUAL ART GRADE 5

Visual Art in Grade 5 is based on the Indiana Standards for Visual Art. Students in the elementary art education program build on the sequential learning experiences of the early childhood program that encompass art history, criticism, aesthetics, and production. Through self-reflection, which includes dialogue, reading, and writing, students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technology resources. Students make connections between art and other disciplines. They also utilize art community resources, explore career opportunities in art, and identify opportunities for involvement in the arts community.

Visual Art Grade 5 Checklist

Standard 1 – Understand art in relation to history and past and contemporary culture

Students discover relationships between artwork and the cultures of origin, comparing works that have similar functions and exploring universal themes and ideas. They identify community support for the arts and explore related careers and venues.

- ___ 5.1.1 Identify the relationship between a work of art and the geography and characteristics of the culture and identify where, when, why, and by whom the work was made (focus: North America, including the diversity of past and contemporary cultures and ethnicities).
- ___ 5.1.2 Identify and compare works of art and artifacts with similar functions.
- ___ 5.1.3 Identify themes and symbols used in works of art and artifacts throughout history that portray shared human experiences.
- ___ 5.1.4 Identify the roles of artists and responsibilities of various art-related careers in the community.
- ___ 5.1.5 Identify connections between art in the community and that experienced in daily life.
- ___ 5.1.6 Identify uses of imagery in visual culture found in, but not limited to, advertisements, graphic novels, the Internet, video, and video games.
- ___ 5.1.7 Analyze and respond to art at local museums, exhibitions, performances, and work of visiting artists in the school.
- ___ 5.1.8 Identify ways in which the arts are supported in the community.

Standard 2 – Recognize significant works of art and the chronological development of art movements and historical periods

Students recognize artists and works of various cultures, styles, and periods. They identify characteristics of specific artists and art movements and develop a time line of Western artwork.

- ___ 5.2.1 Identify and be familiar with a range of selected works, identifying artists of various cultures, styles, and periods.
- ___ 5.2.2 Identify distinguishing characteristics of style in individual artists' work and art movements.

- ___ 5.2.3 Begin to identify works of art and artifacts from major periods or movements of Western art and place on a chronological timeline.

Standard 3 – Describe, analyze, and interpret works of art and artifacts

Students utilize properties in works of art to explore “critical stance.” They share peer perspectives in constructing meaning and developing well-supported interpretations.

- ___ 5.3.1 Explore the concept of “critical stance” using sensory, formal, technical, and expressive properties in artists’ work through discussion, utilizing appropriate vocabulary.
- ___ 5.3.2 Construct meaning and develop well-supported interpretations in works utilizing dialogue and shared peer perspectives, properties found in the work, and research-based background information.

Standard 4 – Theorize about art and make informed judgments

Students identify instrumentalism in artwork. They apply criteria of others as well as their own in determining excellence in works and consider historical context when making informed judgments.

- ___ 5.4.1 Identify artwork made from the artist’s philosophy that art is at its best when it is functional, ritually motivated, or moves people to act for the betterment of society (instrumentalism).
- ___ 5.4.2 Understand that personal preference is only one of many criteria used in determining excellence in works of art and identify criteria for judgment used by peers, teachers, and members of the art community.
- ___ 5.4.3 Apply criteria based on properties found in the work and research of its historical context to make informed judgments.

Standard 5 – Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students view and revisit works of art in defining personal meaning and forming interpretations. They identify problems or puzzles in works and hypothesize solutions, and they consider diverse aesthetic points of view in determining their own.

- ___ 5.5.1 Consider personal meaning in a work of art by observing and revisiting the work, and contemplate alternative responses of peers to determine personal significance and form a convincing interpretation.
- ___ 5.5.2 Identify problems or puzzles in a work of art or aesthetic issue, construct a hypothesis, and evaluate alternative hypotheses.
- ___ 5.5.3 Identify and analyze a variety of well-reasoned points of view on aesthetic issues (censorship, plagiarism, definition of art) and develop a personal point of view.

Standard 6 – Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork demonstrating refined perceptual skills and based on new interests, experiences, and current events. They utilize ideas from other works in creating symbols, metaphors, and subject matter. Work reveals a process of critique, reflection, and revision, application of self-assessment and peer critiques, and mutual respect.

- ___ 5.6.1 Demonstrate refined perceptual skills through convincing representation of objects

and subject matter from life.

- ___ 5.6.2 Utilize new interests, current events, or personal experiences as subject matter in artwork.
- ___ 5.6.3 Create symbols, metaphors, and subject matter for artwork and utilize ideas from other works.
- ___ 5.6.4 Demonstrate evidence of critique, reflection, and revision in creating artwork.
- ___ 5.6.5 Identify and apply criteria for self-assessment and peer critiques.
- ___ 5.6.6 Demonstrate respect for personal work and the work of others.

Standard 7 – Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students apply the elements and principles and distinguish varied lines, shapes, textures, colors, space, and the use of balance, proportion, rhythm, variety, repetition, and movement in works of art. They selectively apply differentiated visual characteristics of media and utilize appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- ___ 5.7.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work that effectively communicates ideas.
- ___ 5.7.2 Identify and discriminate between types of lines (characteristics, quality), shapes (geometric and organic), textures (tactile and visual), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), space (background, middle ground, foreground, placement, perspective, overlap, negative, converging lines, positive, size, color), balance (symmetrical, asymmetrical, radial), and the use of proportion, rhythm, variety, repetition, and movement in own work and the works of others.
- ___ 5.7.3 Discriminate between physical characteristics of a variety of media and selectively apply them in artwork.
- ___ 5.7.4 Identify, control, and use a balance of two-dimensional and three-dimensional media, techniques, and processes to effectively communicate ideas, themes, experiences, and stories.
- ___ 5.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 8 – Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students compare communication of ideas and concepts in the arts and other disciplines. They create artwork, interdisciplinary projects, and performances integrating processes, technology, and sign systems from various subject areas and reflect on aesthetic outcomes and experiences.

- ___ 5.8.1 Compare the ways big ideas and concepts are communicated through the perspectives of visual arts and other disciplines.
- ___ 5.8.2 Create artwork incorporating concepts, subject matter, technology, or the sign systems

of other disciplines that communicates in-depth knowledge gained through integrated study.

- ___ 5.8.3 Use multiple art forms to create cross-disciplinary works or performances, defining and reflecting on the aesthetic experience and promoting aesthetic inquiry.